



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

1016 N. Burk, Gilbert, AZ 85234

Gilbert Unified District

AZ LEARNS¹

Elementary Achievement Profile (a)

2003-04 Highly Performing
2002-03 Highly Performing
2001-02 Maintaining

(a) For additional information,
please refer to Achievement
Profiles Page near end of document.

No Child Left Behind

Adequate Yearly Progress (b)

2003-04 Met
2002-03 Met
2001-02 N/A

School Improvement Status (b)

2003-04 N/A
2002-03 N/A
2001-02 N/A

(b) For additional information,
please refer to the AYP page in this
report card.

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

School Overview

Principal/Administrator : Mr. Kevin Rainey
Schedule : 7:00 AM to 4:30 PM
Grades : 7-8
2004 Enrollment : 1010
Web Address : gilbert.k12.az.us/info/schools/gjhs/gjhs.html
Phone Number : (480) 892-6908
Fax Number : (480) 813-8240
E-mail : Kevin_Rainey@gilbert.k12.az.us

Mission

Gilbert Junior High School is a community of dedicated educators, parents and students who work together to create a positive environment which encourages learners to explore and develop their potential academically, socially, emotionally physically.

School / Academic Goals

- ☐ Students will complete core curriculum and pass the district exams with a competency of 80% or above.
- ☐ Students will be responsible learners by being on time to class and having all necessary materials.

Enrollment

October 1, 2003 School Year Student Enrollment : 1002
Accepting New Students in 2004-05 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2003-04 : 85

Instructional Programs

- Ü Honors Classes
- Ü On-site Special Education
- Ü Alternative Education
- Ü ELL Program

Calendar Information

Number of Instruction Days :	177
Average Daily Instruction Time :	6 hours 6 minutes
First Day of School :	8/12/2004
Last Day of School :	5/27/2005

Shared Responsibilities

School

Gilbert adheres to high academic standards for all students and assists them in reaching these goals through various programs. A yearly school calendar, course description books and student handbooks are available for all parents.

Parents

Parents are responsible to see that students report to school on time and ready to learn with appropriate materials and completed homework. Parents are responsible for the health and well-being of their children.

Transportation Policy

Students may ride a bus if they live 1.0 miles or more from Gilbert Junior High School (nine buses are provided). Boundaries are Cooper Road, Superstition Freeway, Val Vista/Lindsay Roads and Elliot Road.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
Ü Feed The Need Raised \$1200 for United Food Bank	2003
Ü Jump Rope for Heart Raised \$2300 for American Heart	2003
Ü Principal of the Year/Gilbert District	1995
Ü CMLA Teacher of the Year	1995

Arizona's Instrument to Measure Standards (AIMS) Results 2003-04 ³

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	479	2882	75001	96	100	99	477	487	468	28	19	37	41	42	36	21	25	16	11	14	10
All Students (Prior Year)	435	2602	71167	95	98	99	474	483	463	27	19	38	47	49	41	16	21	14	10	11	7
Female	246	1458	36846	98	100	99	480	487	468	25	18	36	41	44	38	23	25	16	10	12	10
Male	233	1404	37974	94	100	99	474	486	467	31	21	39	40	40	34	18	24	16	11	15	11
African American	20	116	3720	100	99	98	434	456	446	50	40	53	44	44	33	6	13	9	0	4	4
Hispanic	73	381	26675	95	99	98	455	470	448	44	30	52	38	46	34	17	18	10	2	6	4
Asian/Pacific Islander	10	97	1575	100	99	99	500	510	504	30	10	18	30	34	33	10	29	20	30	27	29
American Indian/Alaskan Native	10	24	4731	100	100	98	466	466	438	33	32	61	33	36	30	22	27	7	11	5	2
White	365	2204	37785	95	99	99	484	490	482	24	17	25	41	42	39	23	26	21	12	15	15
Students with Disabilities	46	331	8802	82	100	100	426	439	418	75	61	79	19	29	16	6	6	3	0	3	1
Students without Disabilities	433	2551	66199	98	99	99	482	490	472	24	16	34	42	43	38	22	26	17	12	14	11
Limited English Proficient Students	NC	32	11710	NC	100	100	NC	446	429	NC	43	70	NC	57	25	NC	0	4	NC	0	1
Migrant Students	--	--	709				--	--	442	--	--	57	--	--	34	--	--	7	--	--	2
Economically Disadvantaged	60	245	29814				454	469	448	43	33	53	43	41	33	13	18	10	2	8	4
Non-Economically Disadvantaged	419	2637	45170				481	488	479	26	18	28	40	42	38	22	25	20	12	14	14

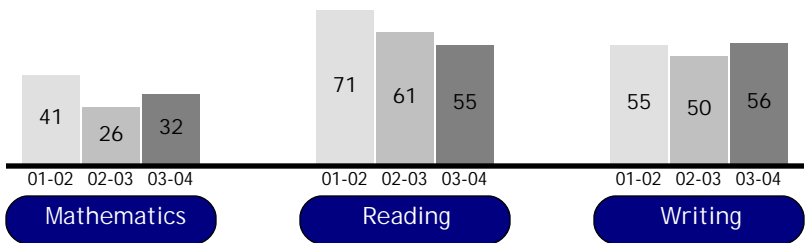
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	482	2881	74918	96	100	99	504	509	497	24	21	32	20	18	19	41	43	35	14	19	15
All Students (Prior Year)	444	2617	71100	97	98	99	508	513	502	17	14	25	23	20	21	44	48	40	17	18	15
Female	248	1461	36805	98	100	99	508	512	501	19	18	28	21	19	19	46	44	37	15	20	16
Male	234	1397	37936	94	100	99	499	507	493	31	24	35	20	16	18	37	42	33	13	18	14
African American	20	118	3719	100	100	98	460	487	481	56	37	43	28	22	21	17	31	29	0	10	7
Hispanic	72	380	26645	94	99	98	488	496	478	33	30	46	24	22	20	38	38	27	5	11	6
Asian/Pacific Islander	10	97	1571	100	99	99	513	522	521	20	17	18	30	14	15	20	38	38	30	32	30
American Indian/Alaskan Native	10	24	4729	100	100	98	482	493	468	56	35	57	22	26	19	22	26	19	0	13	4
White	369	2212	37773	96	99	99	509	512	511	21	18	20	19	17	18	45	45	41	16	20	21
Students with Disabilities	50	332	8801	89	100	100	450	460	448	76	67	75	12	17	13	12	13	10	0	3	2
Students without Disabilities	432	2549	66117	97	99	99	508	514	501	20	17	28	21	18	19	44	46	37	15	20	16
Limited English Proficient Students	NC	32	11706	NC	100	100	NC	465	454	NC	63	71	NC	13	16	NC	25	12	NC	0	1
Migrant Students	--	--	706				--	--	467	--	--	55	--	--	22	--	--	20	--	--	4
Economically Disadvantaged	63	250	29785				492	495	477	35	29	47	25	24	20	27	36	26	13	11	6
Non-Economically Disadvantaged	419	2631	45115				505	511	508	23	20	23	20	17	18	43	44	39	14	19	20

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	470	2861	74503	94	100	99	490	508	491	9	6	9	35	28	32	49	58	51	7	9	8
All Students (Prior Year)	433	2574	69001	95	97	96	495	499	490	11	8	17	39	36	37	50	56	45	0	0	1
Female	240	1452	36686	95	99	99	512	524	506	3	2	5	29	23	29	60	65	57	9	11	9
Male	230	1389	37644	93	99	98	467	492	476	16	9	13	40	33	36	39	50	45	5	7	6
African American	20	117	3677	100	100	97	452	486	475	11	6	12	50	37	36	39	53	46	0	4	5
Hispanic	67	377	26500	87	98	97	486	494	467	11	6	13	34	33	39	48	54	44	7	7	4
Asian/Pacific Islander	10	97	1566	100	99	99	524	542	537	10	2	5	30	22	23	40	57	55	20	18	18
American Indian/Alaskan Native	NC	23	4695	NC	100	97	NC	472	464	NC	9	14	NC	39	39	NC	43	44	NC	9	3
White	363	2199	37606	94	98	99	493	511	508	8	6	6	34	27	28	51	59	56	7	9	10
Students with Disabilities	47	327	8662	84	100	100	410	423	409	41	31	37	41	43	42	13	23	20	5	2	1
Students without Disabilities	423	2534	65841	95	99	98	498	516	499	6	3	7	34	26	32	53	61	53	7	9	8
Limited English Proficient Students	NC	32	11608	NC	100	100	NC	457	430	NC	25	23	NC	38	47	NC	38	28	NC	0	1
Migrant Students	--	--	701				--	--	449	--	--	17	--	--	43	--	--	38	--	--	1
Economically Disadvantaged	59	245	29587				473	483	465	13	9	14	36	32	40	45	54	43	6	4	4
Non-Economically Disadvantaged	411	2616	44898				492	511	507	8	5	7	34	27	28	50	58	55	7	9	10

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

School Improvement - Year 1:

Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

School Improvement - Year 2:

Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

Corrective Action:

Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

Grade	Content Area	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
7	Reading	95	65	69	48	99	70	70	51	96	66	NA	54
	Language	95	65	70	51	98	73	73	54	96	70	74	58
	Mathematics	95	70	73	54	99	76	76	58	96	76	78	62
8	Reading	94	64	64	49	99	63	65	53	98	61	NA	55
	Language	95	62	63	46	98	61	65	49	99	59	64	52
	Mathematics	95	74	73	54	99	71	74	58	98	69	75	61

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

Gilbert Junior High School

School Site Council

Council Composition

- 2 School Administrator(s)
- 0 Non-certified Employee(s)
- 2 Teacher(s)
- 4 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Parent/Educator Relations
- Ü Extracurricular Activities
- Ü Textbook Selection
- Ü School Safety Issues
- Ü Office Matters

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	2.00	Teacher	56.00
Other Professional Staff	2.00	Teacher Aide	17.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	17	5	0	0
4 to 6 years	20	10	0	0
7 to 9 years	9	3	0	0
10 or more years	10	9	0	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	35
Core academic classes taught by Highly Qualified (NCLB) teachers.	210
Teachers with Emergency Certificaton.	2

Resources Available at School Site

Special Facilities

- Ü Computer Labs
- Ü Aquatic Center

Extracurricular Activities

- Ü Junior High Athletic Program
- Ü Chess Club
- Ü National Junior Honor Society

Social Services

- Ü Lunch Program
- Ü Breakfast Program
- Ü Counseling Services
- Ü Crisis Intervention

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

Ü Implementation of schoolwide and districtwide Personal Responsibility in Daily Effort program.

Ü Implementation of schoolwide SSR Reading program 16 minutes a day.

Student Activity Rates for School Year 2003-04

		Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	95	95	93	95
Transfers Out ⁵	--	21	20	24
Transfers In ⁶ (Within District)	--	2	2	2
Transfers In ⁷ (Out of District)	--	10	9	9
Promotion Rate ⁸	--	98	98	94
Retention Rate ⁹	--	1	1	5
Dropout Rate ¹⁰	--	NA		3
Status Unknown ¹¹	--			2
Graduation Rate ¹²	--			77

NA = Dropout Rate, status unknown and graduation rate does not apply to K-8. Dashes (--) = data not verified or school did not submit data.

Measure of Academic Progress

% of Students Achieving One Year's Growth		
	Reading	Math
Grades 6-7	69	70
Grades 7-8	59	66

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2003-04. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2004. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. There are two exceptions to this growth: 1) Students who begin in stanine 9 and move to stanine 8 will make OYG and 2) Students that stay in stanine 1 from one year to the next will not make OYG. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

We have a School Resource Officer on campus four days a week. The school district has meetings monthly with the Police Department to update each other on school and police issues. We also have a full-time Security Guard on campus daily.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

10

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

Contacts

	Name	Phone Number
School Site Council	Kevin Rainey	(480) 892-6908
Transportation Policy	Jay Morris	(480) 497-3314
Community Resources	Terry Maurer	(480) 892-6908
School Nutrition Programs	Mary Kyler	(480) 892-6908
Parent Organization	Ingrid Ellis	(480) 892-6908
Student Health/Nurse	Jean Ethridge	(480) 892-6908

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

School receives total scale value placing it in the Underperforming classification. School performance was below the state baseline in 2000/2001 and did not make adequate growth, or the school started above the state baseline and did not make adequate growth during the past three years.

Performing - meets state performance goals, and meets state progress goals.

School receives total scale value placing it in the Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years.

Highly Performing - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School receives total scale value placing it in the Highly Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Highly Performing schools with a certain percentage of their students "Exceeds the Standard" category on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Excelling - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Excelling schools with a certain percentage of their students exceeding the standard on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to www.ade.az.gov/standards

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2003-04 school year.

6 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2003-04 school year.

7 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2003-04 school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2003-04 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2003-04 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2003-04 school year, to include activity during the summer of 2003. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

11 Status Unknown: Percentage of students unaccounted for by any method during the 2003-04 school year. Status unknown students are not necessarily dropouts.

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2003. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.